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CALIFORNIA TREASURES**Grade 1 Unit 1 Start Smart****Reading**

- R 1.1** Match oral words to printed words.
- R 1.3** Identify letters, words, and sentences.
- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.6** Create and state a series of rhyming words, including consonant blends.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 2.1** Identify text that uses sequence or other logical order.
- R 2.2** Respond to *who, what, when, where, and how* questions.
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 2.1** Recite poems, rhymes, songs, and stories.



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CALIFORNIA TREASURES**Grade 1 Unit 1 Week 1****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing

- W 1.2** Use descriptive words when writing.
- W 2.1** Write brief narratives (e.g. fictional, autobiographical) describing an experience.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.7** Capitalize the first word of a sentence, names of people, and the pronoun *I*.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.



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CALIFORNIA TREASURES**Grade 1 Unit 1 Week 2****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.1** Identify text that uses sequence or other logical order.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.

Writing

- W 1.2** Use descriptive words when writing.
- W 2.1** Write brief narratives (e.g. fictional, autobiographical) describing an experience.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.5** Use a period, exclamation point, or question mark at the end of sentences.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.



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CALIFORNIA TREASURES**Grade 1 Unit 1 Week 3****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.5** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.1** Identify text that uses sequence or other logical order.
- R 2.2** Respond to *who, what, when, where, and how* questions.

Writing

- W 1.2** Use descriptive words when writing.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.4** Distinguish between declarative, exclamatory, and interrogative sentences.
- LC 1.7** Capitalize the first word of a sentence, names of people, and the pronoun *I*.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.2** Ask questions for clarification and understanding.
- LAS 2.1** Recite poems, rhymes, songs, and stories.



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CALIFORNIA TREASURES**Grade 1 Unit 1 Week 4****Reading**

- R 1.2** Identify the title and author of a reading selection
- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.5** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 1.17** Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- R 3.3** Recollect, talk, and write about books read during the school year.

Writing

- W 1.2** Use descriptive words when writing.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.4** Distinguish between declarative, exclamatory, and interrogative sentences.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 1 Week 5****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.2** Describe the roles of authors and illustrators and their contributions to print materials.

Writing

- W 1.1** Select a focus when writing.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.4** Distinguish between declarative, exclamatory, and interrogative sentences.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 2 Week 1****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.7** Retell the central ideas of simple expository or narrative passages.

Writing

- W 1.1** Select a focus when writing.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.2** Identify and correctly use singular and plural nouns.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 2 Week 2****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.7** Retell the central ideas of simple expository or narrative passages.

Writing

- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.2** Identify and correctly use singular and plural nouns.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.



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CALIFORNIA TREASURES**Grade 1 Unit 2 Week 3****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.7** Retell the central ideas of simple expository or narrative passages.

Writing

- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.2** Identify and correctly use singular and plural nouns.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.



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CALIFORNIA TREASURES**Grade 1 Unit 2 Week 4****Reading**

- R 1.2** Identify the title and author of a reading selection
- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.15** Read common word families (e.g., *-ite, -ate*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing

- W 1.2** Use descriptive words when writing.
- W 2.1** Write brief narratives (e.g. fictional, autobiographical) describing an experience.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.2** Identify and correctly use singular and plural nouns.
- LC 1.7** Capitalize the first word of a sentence, names of people, and the pronoun *I*.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.



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CALIFORNIA TREASURES**Grade 1 Unit 2 Week 5****Reading**

- R 1.6** Create and state a series of rhyming words, including consonant blends.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).
- R 1.15** Read common word families (e.g., *-ite*, *-ate*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.7** Retell the central ideas of simple expository or narrative passages.

Writing

- W 1.1** Select a focus when writing.
- W 1.2** Use descriptive words when writing.
- W 1.3** Print legibly and space letters, words, and sentences appropriately.
- W 2.1** Write brief narratives (e.g. fictional, autobiographical) describing an experience.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 2.1** Recite poems, rhymes, songs, and stories.



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CALIFORNIA TREASURES**Grade 1 Unit 3 Week 1****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.14** Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., *look, looked, looking*).
- R 1.15** Read common word families (e.g., -ite, -ate).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.5** Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- R 2.7** Retell the central ideas of simple expository or narrative passages.

Writing

- W 1.1** Select a focus when writing.
- W 1.2** Use descriptive words when writing.
- W 2.1** Write brief narratives (e.g. fictional, autobiographical) describing an experience.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.4** Distinguish between declarative, exclamatory, and interrogative sentences.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.



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CALIFORNIA TREASURES**Grade 1 Unit 3 Week 2****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.5** Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).

Writing

- W 1.1** Select a focus when writing.
- W 1.3** Print legibly and space letters, words, and sentences appropriately.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.5** Use a period, exclamation point, or question mark at the end of sentences.
- LC 1.7** Capitalize the first word of a sentence, names of people, and the pronoun *I*.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.



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CALIFORNIA TREASURES**Grade 1 Unit 3 Week 3****Reading**

- R 1.2** Identify the title and author of a reading selection
- R 1.6** Create and state a series of rhyming words, including consonant blends.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.3** Recollect, talk, and write about books read during the school year.

Writing

- W 1.2** Use descriptive words when writing.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 3 Week 4****Reading**

- R 1.2** Identify the title and author of a reading selection
- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.5** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.15** Read common word families (e.g., *-ite, -ate*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.3** Recollect, talk, and write about books read during the school year.

Writing

- W 1.1** Select a focus when writing.
- W 1.2** Use descriptive words when writing.
- W 1.3** Print legibly and space letters, words, and sentences appropriately.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.5** Use a period, exclamation point, or question mark at the end of sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 2.1** Recite poems, rhymes, songs, and stories.



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CALIFORNIA TREASURES**Grade 1 Unit 3 Week 5****Reading**

- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*, *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.1** Identify text that uses sequence or other logical order.
- R 2.2** Respond to *who*, *what*, *when*, *where*, and *how* questions.

Writing

- W 1.2** Use descriptive words when writing.
- W 1.3** Print legibly and space letters, words, and sentences appropriately.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.3** Identify and correctly use contractions (e.g., *isn't*, *aren't*, *can't*, *won't*) and singular possessive pronouns (e.g., *my/mine*, *his/her*, *hers*, *your/s*) in writing and speaking.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 4 Week 1****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.5** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- R 1.6** Create and state a series of rhyming words, including consonant blends.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.5** Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing

- W 1.1** Select a focus when writing.
- W 2.1** Write brief narratives (e.g. fictional, autobiographical) describing an experience.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.5** Use a period, exclamation point, or question mark at the end of sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.2** Ask questions for clarification and understanding.
- LAS 1.4** Stay on the topic when speaking.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 4 Week 2****Reading**

- R 1.2** Identify the title and author of a reading selection
- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f//a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p//a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing

- W 1.1** Select a focus when writing.
- W 1.3** Print legibly and space letters, words, and sentences appropriately.
- W 2.1** Write brief narratives (e.g. fictional, autobiographical) describing an experience.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.4** Stay on the topic when speaking.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 4 Week 3****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.5** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- R 1.6** Create and state a series of rhyming words, including consonant blends.
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.15** Read common word families (e.g., *-ite, -ate*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.2** Respond to *who, what, when, where*, and *how* questions.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.7** Retell the central ideas of simple expository or narrative passages.

Writing

- W 1.1** Select a focus when writing.
- W 1.2** Use descriptive words when writing.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 2.2** Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why*, and *how* questions.
- LAS 2.3** Relate an important life event or personal experience in a simple sequence.



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CALIFORNIA TREASURES**Grade 1 Unit 4 Week 4****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
R 1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
R 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
R 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
R 1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
R 1.15 Read common word families (e.g., *-ite, -ate*).
R 2.4 Use context to resolve ambiguities about word and sentence meanings.
R 2.7 Retell the central ideas of simple expository or narrative passages.
R 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing

- W 1.1** Select a focus when writing.
W 1.2 Use descriptive words when writing.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
LC 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.
LC 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
LAS 1.2 Ask questions for clarification and understanding.



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CALIFORNIA TREASURES**Grade 1 Unit 4 Week 5****Reading**

- R 1.2** Identify the title and author of a reading selection
- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.15** Read common word families (e.g., *-ite, -ate*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.3** Recollect, talk, and write about books read during the school year.

Writing

- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.3** Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/mine, his/her, hers, your/s*) in writing and speaking.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.



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CALIFORNIA TREASURES**Grade 1 Unit 5 Week 1****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.5** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.5** Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- R 2.7** Retell the central ideas of simple expository or narrative passages.

Writing

- W 1.1** Select a focus when writing.
- W 1.2** Use descriptive words when writing.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.2** Identify and correctly use singular and plural nouns.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.7** Capitalize the first word of a sentence, names of people, and the pronoun *I*.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.2** Ask questions for clarification and understanding.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 5 Week 2****Reading**

- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.12** Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.
- R 1.15** Read common word families (e.g., *-ite, -ate*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 1.17** Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).
- R 2.1** Identify text that uses sequence or other logical order.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.7** Retell the central ideas of simple expository or narrative passages.

Writing

- W 1.1** Select a focus when writing.
- W 1.2** Use descriptive words when writing.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.4** Distinguish between declarative, exclamatory, and interrogative sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.3** Give, restate, and follow simple two-step directions.
- LAS 1.4** Stay on the topic when speaking.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.
- LAS 2.4** Provide descriptions with careful attention to sensory detail.



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CALIFORNIA TREASURES**Grade 1 Unit 5 Week 3****Reading**

- R 1.1** Match oral words to printed words.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.14** Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., *look, looked, looking*).
- R 1.15** Read common word families (e.g., -ite, -ate).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 1.17** Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.

Writing

- W 1.1** Select a focus when writing.
- W 1.2** Use descriptive words when writing.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 2.2** Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.



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CALIFORNIA TREASURES**Grade 1 Unit 5 Week 4****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.13** Read compound words and contractions.
- R 1.15** Read common word families (e.g., *-ite, -ate*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.1** Identify text that uses sequence or other logical order.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 3.3** Recollect, talk, and write about books read during the school year.

Writing

- W 1.2** Use descriptive words when writing.
- W 1.3** Print legibly and space letters, words, and sentences appropriately.

Written & Oral English Language Conventions

- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.3** Give, restate, and follow simple two-step directions.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.
- LAS 2.1** Recite poems, rhymes, songs, and stories.



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CALIFORNIA TREASURES**Grade 1 Unit 5 Week 5****Reading**

- R 1.5** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.3** Recollect, talk, and write about books read during the school year.

Writing

- W 1.1** Select a focus when writing.
- W 1.2** Use descriptive words when writing.

Written & Oral English Language Conventions

- LC 1.2** Identify and correctly use singular and plural nouns.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.
- LAS 2.1** Recite poems, rhymes, songs, and stories.



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CALIFORNIA TREASURES**Grade 1 Unit 6 Week 1****Reading**

- R 1.3** Identify letters, words, and sentences.
- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.6** Create and state a series of rhyming words, including consonant blends.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).
- R 1.15** Read common word families (e.g. -ite, -ate).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.6** Relate prior knowledge to textual information.
- R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- R 3.2** Describe the roles of authors and illustrators and their contributions to print materials.
- R 3.3** Recollect, talk, and write about books read during the school year.

Writing

- W 1.1** Select a focus when writing.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 6 Week 2****Reading**

- R 1.1** Match oral words to printed words.
- R 1.5** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.12** Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.
- R 1.15** Read common word families (e.g., *-ite, -ate*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.6** Relate prior knowledge to textual information.
- R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- R 3.2** Describe the roles of authors and illustrators and their contributions to print materials.

Writing

- W 1.3** Print legibly and space letters, words, and sentences appropriately.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.5** Use a period, exclamation point, or question mark at the end of sentences.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.
- LAS 2.1** Recite poems, rhymes, songs, and stories.



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CALIFORNIA TREASURES**Grade 1 Unit 6 Week 3****Reading**

- R 1.4** Distinguish initial, medial, and final sounds in single-syllable words.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.15** Read common word families (e.g. -ite, -ate).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.2** Respond to *who, what, when, where, and how* questions.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.6** Relate prior knowledge to textual information.

Writing

- W 1.1** Select a focus when writing.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 2.1** Recite poems, rhymes, songs, and stories.
- LAS 2.3** Relate an important life event or personal experience in a simple sequence.



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CALIFORNIA TREASURES**Grade 1 Unit 6 Week 4****Reading**

- R 1.5** Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- R 1.14** Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., *look, looked, looking*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.5** Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- R 2.6** Relate prior knowledge to textual information.
- R 2.7** Retell the central ideas of simple expository or narrative passages.
- R 3.3** Recollect, talk, and write about books read during the school year.

Writing

- W 1.1** Select a focus when writing.
- W 2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.



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CALIFORNIA TREASURES**Grade 1 Unit 6 Week 5****Reading**

- R 1.1** Match oral words to printed words.
- R 1.7** Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- R 1.8** Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- R 1.9** Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).
- R 1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).
- R 1.16** Read aloud with fluency in a manner that sounds like natural speech.
- R 2.1** Identify text that uses sequence or other logical order.
- R 2.2** Respond to *who*, *what*, *when*, *where*, and *how* questions.
- R 2.4** Use context to resolve ambiguities about word and sentence meanings.
- R 2.6** Relate prior knowledge to textual information.
- R 3.1** Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing

- W 1.1** Select a focus when writing.
- W 1.3** Print legibly and space letters, words, and sentences appropriately.
- W 2.1** Write brief narratives (e.g. fictional, autobiographical) describing an experience.

Written & Oral English Language Conventions

- LC 1.1** Write and speak in complete, coherent sentences.
- LC 1.6** Use knowledge of the basic rules of punctuation and capitalization when writing.
- LC 1.8** Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening & Speaking

- LAS 1.1** Listen attentively.
- LAS 1.5** Use descriptive words when speaking about people, places, things, and events.